



Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

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202-862-1400, (email contact: Phyllis Mable, Executive Director, www.cas.edu)

THE ROLE of LEARNING ASSISTANCE PROGRAMS

CAS Standards Contextual Statement

Learning assistance programs facilitate student development and academic success by helping students develop appropriate strategies and behaviors to increase learning efficiency (Dansereau, 1985). Participation in learning assistance programs can also improve student retention (Beal, 1980; Ryan & Glenn, 2004) and provide the kinds of “rewarding interactions” that foster student intellectual and social growth (Tinto, 1987).

Although formal and informal learning assistance has been provided since the opening of the first U.S. colleges (Maxwell, 1996), the earliest “how to study” books for underprepared entering freshmen were not published until 1900. The reading clinics and study methods laboratories of the 1930s and 1940s and self-help programs, learning modules, and programmed instruction of the 1950s and 1960s formed part of the historical foundation for learning assistance programs (Arendale, 2004; Enright, 1975; Lissner, 1990; Sullivan, 1980). Modern learning assistance centers offer tutoring, course-based learning assistance, learning and study strategies, and reading, writing, and mathematics support (Christ, 1971). By the late 1970s, learning assistance centers incorporated educational technology, tutoring, and special services for the many new nontraditional students (Caverly, 1995; Christ, 1982); many centers now provide on-line tutoring.

Academic departments have long provided learning assistance services and developmental courses. At more selective colleges and universities, however, comprehensive learning centers, organized under the auspices of either academic affairs or student affairs, typically make services available to all students. In all of these programs, paraprofessional student employees—peer tutors, mentors, and instructors—may provide services; therefore one function of a learning assistance program is to train these student employees.

By the mid-1970s, learning assistance professionals had formed regional, national, and international organizations. One of these groups, Commission XVI: Learning Centers in Higher Education, was charged by its parent organization, the American College Personnel Association (ACPA), to participate in drafting CAS Standards and Guidelines for Learning Assistance Programs. After five years, the first LAP standards were completed for adoption in 1986—the first major document articulating shared concepts, beliefs, and practices for learning assistance practitioners and their programs.

CAS Standards provided the impetus for certification and professional development programs. In 1989, the College Reading and Learning Association (CRLA) initiated International Tutor Program Certification to ensure minimum standards for tutor training. Their *Tutor Training Handbook* provides a collection of examples of best practices that meet certification standards (Deese-Roberts, 2003). Nine years later CRLA also developed International Mentor Program Certification. The National Association for Developmental Education (NADE) created the *NADE Self-Evaluation Guides: Models for Assessing Learning Assistance / Developmental Education Programs* (Clark-Thayer, 1995). All three certification programs were endorsed by the American Council of Developmental Education Associations (ACDEA), now the Council of Learning Assistance and Developmental Education Associations (CLADEA), through which the organizations continue to examine and approve certifications in the field.

In the early 1990s, CRLA and NADE joined CAS and committed to active participation in the revision of the LAP Standards and Guidelines. Another collaboration in 2006-7 produced the

latest revision, which represents professional consensus on the role and importance of learning assistance programs in higher education.

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Organizations, Websites, and Journals

- Association of Colleges for Tutoring and Learning Assistance: www.actla.info
- College Reading and Learning Association, www.crla.net: *Journal of College Reading and Learning*
- Council of Learning Assistance and Developmental Education Associations:
<http://www.crla.net/CLADEA/index.htm>
LRNASST listserv archives: www.lists.ufl.edu/archives/lrnasst-l.html
- LSCHE, Learning Support Centers in Higher Education web portal:
<http://www.pvc.maricopa.edu/~lsche>

National Association for Developmental Education, www.nade.net: *NADE Digest* and *NADE Monograph Series*

National Center for Developmental Education, Appalachian State University, www.ncde.appstate.edu: *Journal of Developmental Education* and *Research in Developmental Education*

National College Learning Center Association, www.nclca.org: *The Learning Assistance Review*

New York College Learning Skills Association, www.nyclsa.org: *Research & Teaching in Developmental Education*

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LEARNING ASSISTANCE PROGRAMS

CAS STANDARDS and GUIDELINES

Part 1. MISSION

The primary mission of Learning Assistance Programs (LAP) must be to provide students with resources and opportunities to improve their ability to learn and to achieve academic success.

LAP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. LAP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

LAP must collaborate with faculty members, staff, and administrators in addressing the learning needs, academic performance, and retention of students.

Models of LAP vary, but must have the following goals:

- ensure that students are the central focus of the program
- assist students in achieving their personal potential for learning
- introduce students to the academic expectations of the institution, the faculty members, and the culture of higher education
- help students develop positive attitudes toward learning and confidence in their ability to learn
- foster students' personal responsibility and accountability for their own learning
- provide a variety of instructional approaches appropriate to the skill levels and learning styles of students
- assist students in applying newly learned skills and strategies to their academic work
- support the academic standards and requirements of the institution

Models of LAP should also share the following common goals:

- provide instruction and services that address the cognitive, affective, and socio-cultural dimensions of learning
- provide to faculty members, staff, and administrators, both services and resources that enhance and support student learning, instruction, and professional development

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- knowledge acquisition, integration, construction, and application
 - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life
- cognitive complexity
 - Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity

- **intrapersonal development**
 - **Dimensions:** realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness
- **interpersonal competence**
 - **Dimensions:** meaningful relationships; interdependence; collaboration; and effective leadership
- **humanitarianism and civic engagement**
 - **Dimensions:** understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility
- **practical competence**
 - **Dimensions:** pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

Consistent with the institutional mission, Learning Assistance Programs (LAP) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, LAP must explore possibilities for collaboration with faculty members and other colleagues.

LAP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. LAP must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

LAP must be:

- **integrated into the life of the institution**
- **intentional and coherent**
- **guided by theories and knowledge of learning and development**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, diverse and special populations, and relevant constituencies**

The scope of programs and services must be determined by the needs of the student populations whom LAP are charged to serve.

LAP should serve all students at the institution. Individual LAP may serve specific populations such as culturally and ethnically diverse students, international and English-as-a-second-language students, student athletes, returning students, students with disabilities, and those provisionally admitted or on academic probation.

LAP should provide instruction and services for the development of reading, mathematics and quantitative reasoning, writing, critical thinking, problem-solving, technological literacy, scientific

literacy, and learning strategies. Other programs may include subject-matter tutoring, course-based instructional programs such as Supplemental Instruction, time management programs, college success courses, first-year student seminars, and preparation for graduate and professional school admissions tests and for professional certification requirements.

In recognition of the fact that all students do not learn in the same manner, modes of delivering learning assistance programs should be diverse, including individual and group instruction and/or tutoring, cooperative learning, peer assisted learning, and accelerated learning. A variety of instructional media such as print, electronic, and skills laboratories should be incorporated. Instruction and programs may be delivered traditionally or via technology, either on or off site.

Formal and informal screening or diagnostic procedures must be conducted to identify the knowledge, skills, and motivation that students need to develop to achieve the level of proficiency prescribed or required by the institution, program, or instructor.

Assessment results must be shared with the student to formulate recommendations and a plan of instruction.

LAP should provide systematic feedback to students concerning their progress in reaching cognitive and affective goals; teach methods of self-regulation; and give students practice in applying and transferring skills and strategies learned through the LAP.

LAP professional staff must have access to institutional databases with student information relevant to its work.

LAP must promote, either directly or by referral, the cognitive and affective skills that influence learning, such as stress management, test anxiety reduction, assertiveness, time management, concentration, and motivation.

LAP must refer students to appropriate campus and community resources for assistance with personal problems, learning disabilities, financial difficulties, and other areas of need that may be outside the purview or beyond the expertise of the learning assistance program.

LAP must promote an understanding among campus community members of the learning needs of the student population.

Actions to promote this understanding may include:

- establishing advisory boards consisting of members from key segments of the campus community
- holding periodic informational meetings and consulting with staff, faculty members, and administrators
- participating in staff and faculty development and in-service programs on curriculum and instructional approaches that address the development of learning skills, attitudes and behaviors, and the assessment of student learning outcomes
- encouraging the use of learning assistance program resources, materials, instruction, and services as integral or supplemental classroom activities
- conducting in-class workshops that demonstrate the application of learning strategies to course content

- disseminating information that describes programs and services, hours of operation, and procedures for registering or scheduling appointments
- training and supervising paraprofessionals and pre-professionals to work in such capacities as tutors, peer mentors, and other group leaders, such as Supplemental Instruction (SI) leaders
- providing jobs, practica, courses, internships, mentoring, and assistantships for students interested in learning assistance and related careers
- collaborating with other community groups and educational institutions to provide college preparation assistance

Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Learning Assistance Programs (LAP) leaders with organizational authority for the programs and services must:

- **articulate a vision and mission for their programs and services**
- **set goals and objectives based on the needs of the population served and desired student learning and development outcomes**
- **advocate for their programs and services**
- **promote campus environments that provide meaningful opportunities for student learning, development, and integration**
- **identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area**
- **apply effective practices to educational and administrative processes**
- **prescribe and model ethical behavior**
- **communicate effectively**
- **manage financial resources, including planning, allocation, monitoring, and analysis**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation**
- **empower professional, support, and student staff to accept leadership opportunities**
- **encourage and support scholarly contribution to the profession**
- **be informed about and integrate appropriate technologies into programs and services**
- **be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training**
- **develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities**
- **recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions**

LAP leaders must be knowledgeable about issues, trends, theories, research, and methodologies related to student learning and retention.

LAP leaders should:

- participate in institutional planning, policy, procedural, and fiscal decisions that affect learning assistance for students
- seek opportunities for additional funding, resources, and facilities, as needed
- represent the learning assistance program on institutional committees
- collaborate with leaders of academic departments and support services in addressing the learning needs and retention of students
- be involved in research, publication, presentations, consultation, and activities of professional organizations
- communicate with professional colleagues in the learning assistance field and related professions
- promote and advertise their programs and services

Part 4. HUMAN RESOURCES

Learning Assistance Programs (LAP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, LAP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

Staff and faculty who hold a joint appointment with LAP must be committed to the mission, philosophy, goals, and priorities of the program and must possess the necessary expertise for assigned responsibilities.

LAP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Relevant disciplines include English, reading, mathematics, student affairs professional preparation, student development, higher education, counseling, psychology, or education.

LAP professionals should be competent and experienced in:

- the content areas in which they teach, conduct labs, or provide assistance
- learning theory, instruction and assessment, and the theory and professional standards of practice for their areas of specialization and responsibility
- understanding the unique characteristics and needs of the populations they assist and teach
- demonstrating the ability to adjust pedagogical approaches according to the learning needs and styles of their students, the nature of the learning task, and the content of academic disciplines across the curriculum
- working with college students with different learning styles and abilities, including those with disabilities
- writing and communicating at a professional level
- working in culturally and academically diverse environments
- consulting, collaborating, and negotiating with staff, faculty members, and administrators of academic and student affairs units
- designing, implementing, and utilizing instructional strategies, materials, and technologies
- training, supervising, and mentoring paraprofessionals and pre-professionals
- identifying and establishing lines of communication for student referral to other institutional and student support units

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

LAP professionals must be knowledgeable of the policies and procedures to be followed for internships and practica as required by students' academic departments.

Roles and responsibilities of LAP and those of the academic department should be clearly defined.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

LAP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

Administrative and technical staff should be knowledgeable about changes in programs, services, policies, and procedures in order to expedite smooth and efficient assistance to students. Appropriate staff development opportunities should be available.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

LAP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

LAP must maintain position descriptions for all staff members.

Faculty members assigned to LAP must be informed about the implications for tenure and promotion.

To create a diverse staff, LAP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

LAP must conduct regular performance planning and evaluation of staff members. LAP must provide access to continuing and advanced education and professional development opportunities.

Part 5. ETHICS

Persons involved in the delivery of Learning Assistance Programs (LAP) must adhere to the highest principles of ethical behavior. LAP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. LAP must publish these statements and ensure their periodic review by relevant constituencies.

LAP must orient new staff members to relevant ethical standards and statements of ethical practice.

LAP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. LAP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

Specific attention must be given to properly orienting and advising student staff about matters of confidentiality. Clear statements must be distributed and reviewed with student staff regarding what information is not appropriate for them to access or communicate.

LAP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

LAP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

Information and training should be made available regarding institutional policies on conflict of interest.

LAP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, LAP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

LAP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

LAP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

LAP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Because LAP staff work with students' academic coursework, they must be knowledgeable of policies related to academic integrity, plagiarism, student code of conduct, students' rights and responsibilities and other similar policies. All staff members must be cognizant of the implications of these policies.

Statements or claims made about outcomes that can be achieved from participating in learning assistance programs and services must be truthful and realistic.

LAP funds acquired through grants and other non-institutional resources must be managed according to the regulations and guidelines of the funding source and the institution.

Part 6. LEGAL RESPONSIBILITIES

Learning Assistance Programs (LAP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

LAP must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

LAP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

LAP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. LAP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for LAP staff members as needed to carry out assigned responsibilities.

The institution must inform LAP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

Staff development programs should be available to educate LAP staff of changing legal obligations.

Part 7. EQUITY and ACCESS

Learning Assistance Programs (LAP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. LAP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, LAP must take action to remedy significant imbalances in student participation and staffing patterns.

LAP must ensure physical and program access for persons with disabilities. LAP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

LAP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Learning Assistance Programs (LAP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

LAP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. LAP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

LAP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

The program should facilitate student adjustment to the academic culture of the institution by orienting students to the practices, resources, responsibilities, and behaviors that contribute to academic success.

The instructional content, materials, and activities of learning assistance programs should provide opportunities to increase awareness and appreciation of the individual and cultural differences of students, staff, and faculty members.

Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Learning Assistance Programs (LAP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

LAP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. LAP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

The mission and goals of LAP, the needs and demographics of their clients, and their institutional role should determine where the unit is located in the organizational structure of the institution. Learning assistance programs are frequently organized as units in the academic affairs or the student affairs division.

Regardless of where LAP is positioned within the organization structure, it must communicate and collaborate with a network of key units across the institution to ensure coordination of related functions, programs, services, policies, and procedures, and to expedite student referrals.

LAP should have a broadly constituted advisory board to share information and make suggestions to strengthen the program.

LAP must provide written goals, objectives, and anticipated outcomes for each program and service.

Written procedures should exist for collecting, processing, and reporting student assessment and program data.

LAP must hold regularly scheduled meetings to share information; coordinate the planning, scheduling, and delivery of programs and services; identify and discuss potential and actual problems and concerns; and collaborate on making decisions and solving problems.

Part 10. CAMPUS and EXTERNAL RELATIONS

Learning Assistance Programs (LAP) must reach out to relevant individuals, campus offices, and external agencies to:

- **establish, maintain, and promote effective relations**
- **disseminate information about their own and other related programs and services**
- **coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

LAP should:

- be integrated into the academic program of the institution
- establish communication with academic units and student services
- collaborate with appropriate academic departments and faculty members when providing course-based learning assistance
- encourage the exchange of ideas, knowledge, and expertise
- provide mutual consultation, as needed, on student cases
- expedite student referrals to and from the LAP
- collaborate on programs and services that efficiently and effectively address student needs
- have representation on institutional committees relevant to the mission and goals of the program such as committees on retention, orientation, basic skills, learning communities, first-year student seminars, probation review (e.g., academic, financial aid), academic standards and requirements, curriculum design, assessment and placement, and professional development
- solicit and use trained volunteers from the local community to contribute their skills and talents to the services of the learning assistance program, consistent with the LAP mission and goals and the institution's risk management policies
- provide training and consultation to community-based organizations, e.g., literacy associations, corporate training, and school-to-college transitions, initiatives, and programs

LAP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

LAP must have procedures and guidelines consistent with institutional policy for communicating with the media.

Part 11. FINANCIAL RESOURCES

Learning Assistance Programs (LAP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

Adequate funds should be provided for the following budget categories: staff and student salaries, general office functions, student assessment and instructional activities, data management and program evaluation processes, staff training and professional development activities, instructional materials and media, and instructional and office technology.

LAP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

A financial analysis of costs and available resources must be completed before implementing new programs or changing existing ones. This analysis must include an assessment of the impact on students served prior to making significant changes

Opportunities for additional funding should be pursued; however, these sources should not be expected to supplant institutional funding.

Part 12. TECHNOLOGY

Learning Assistance Programs (LAP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

LAP must maintain policies and procedures that address the security and back up of data.

Electronic systems for scheduling and record keeping must be secure.

Such systems should be integrated with institutional systems.

When technology is used to facilitate student learning and development, LAP must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the LAP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When LAP provide student access to technology, they must provide:

- **access to policies that are clear, easy to understand, and available to all students**
- **access to instruction or training on how to use the technology**
- **access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Part 13. FACILITIES and EQUIPMENT

Learning Assistance Programs (LAP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, LAP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

LAP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

Facilities and equipment should support the instructional, service, and office functions of the learning assistance program. Facilities should include flexible space to accommodate different delivery modes and student needs. Consideration should be given to universal instructional design in creating classrooms, labs, resource rooms, media and computer centers, and group and one-to-one tutorial space to support instruction. Adequate space should be provided for quiet areas to support testing and other activities that require concentration.

LAP staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

There must be adequate and secure storage for equipment, supplies, instructional and testing materials, and confidential records.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

LAP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

Environmental conditions such as appropriate acoustics, lighting, ventilation, heating, and air-conditioning should enhance the teaching/learning process.

Part 14. ASSESSMENT and EVALUATION

Learning Assistance Programs (LAP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. LAP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Qualitative methods may include standard evaluation forms, questionnaires, interviews, focus groups, observations, or case studies, with input solicited from faculty members, staff, and students.

Quantitative measurements range from data on an individual student's performance to data on campus retention rates and success for various cohorts. Quantitative methods may include follow-up studies on students' grades in targeted courses, gain scores, grade point averages, graduation, re-enrollment, and retention figures. Program effectiveness may also be measured by comparing data of learning assistance program participants and non-participants. Quantitative program measures may include data on the size of the user population, numbers utilizing particular services and number of contact hours, sources of student referrals to the

program, or numbers of students who may be on a waiting list or who have requested services not provided by the learning assistance program. Quantitative data should be collected within specific time periods as well as longitudinally to reveal trends.

LAP must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

LAP should have the ability to collect and analyze data through its own resources as well as through access to appropriate data generated by the institution.

Periodic evaluations of LAP or services may be performed by on-campus experts and outside consultants. Evaluations should be disseminated to appropriate administrators and constituencies.

LAP should conduct periodic self-assessments, utilizing self-study processes endorsed by professional organizations. The assessments should examine the quality of services provided as well as the potential impact on student learning over time. Additionally, learning outcomes associated with LAP instructional courses should reflect what students learn or do better as a result of being exposed to course materials and instructional strategies.

Various means of individual assessment should be conducted for the purpose of identifying the learning needs of the students and guiding them to appropriate programs and services. Assessment results should be communicated to students confidentially, honestly, and sensitively. Students should be advised and directed to appropriate, alternative educational opportunities when there is reasonable cause to believe that students may not be able to meet requirements for academic success.

LAP should periodically review and revise its goals and services based on evaluation outcomes and based on changes in institutional goals, priorities, and plans. Data that reveal trends or changes in student demographics, characteristics, needs, and outcomes should be utilized for learning assistance program short- and long-term planning.

*General Standards revised in 2008;
LAP content developed/revised in 1986, 1996, & 2007*